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GET ENGLISH FAL
TEACHER DEVELOPMENT PROGRAMME
Grade 9 Term 1 Cycle 4
Learner Worksheets

LISTENING AND SPEAKING

WORKSHEET 1

Listening Comprehension

Listen to a dialogue (Platinum Grade 9 Learners Book page 44).

ACTIVITY: PRE-LISTENING – PRIOR KNOWLEDGE - PREDICT

Pay attention to the following:

You are going to listen to an interview about a flood. Discuss;

- What is a flood?
- What dangers can be caused by floods?
- What can you do if there is a flood in your community?
- What is a survivor?

Listen to the interview as it is read/played back.

The teacher will read/play it the first time, pay close attention.

The teacher will read/play it the second time. As you listen, write down any information that you think is important, remember to write single words or short phrases.

During Reading: Listen to the interview and try to make notes on:

- Who is the interviewer?
- Who is the interviewee?
- Where is the interview taking place?
- What is the opposite of a flood?
- Does the story have a happy or sad ending?

A radio interview.

Flood survivor, Moses Molewa speaks to news presenter Justice Kgwele.

Justice Kgwele (JK): Breaking news on North West Channel 2. After months of drought, followed by days of rain, rivers in the province have flooded. Flood survivor Moses Molewa is here to talk to us. Mr Molewa, what happened?

Moses Molewa (MM): Last night the river came into our houses. We climbed into trees and stayed in the rain. In the morning, the farmers sent trucks to help us.

JK: What help did you need at that point?

MM: We needed to get food and clean water. We needed to get to the town. My neighbour phoned the police but they did not come. We thought maybe we could take the trucks to town but the Kgama Bridge was washed away at the Makgawe River.

JK: I see you have hurt your arm. Tell us about that.

MM: Yes. I tried to chase the cows to higher ground but they were fighting and scared and I was kicked in the arm. But it is nothing.

JK: Tell us what the public can do to help your community.

MM: We need help now. We need food, dry clothes, blankets, clean drinking water, babies' nappies and milk formula. We have nothing. You know Justice, *(speaking with emphasis on each word)* I am really angry.

JK: Tell us about that. You are angry because ...?

MM: *(Speaking with irritation and anger)* Yes – because since '98 we have been asking the government to move us to a better place! Now you see this problem. *(Bitterly)* I am really sick of this problem now.

JK: Thank you for your time, sir. That was flood survivor Moses Molewa on North West Channel 2 – All news all day.

QUESTION 1: POST – LISTENING

[10]

- 1.1 What happened to Moses Molewa? (1)
- 1.2 What caused the problem? (2)
- 1.3 How did his arm get injured? (1)
- 1.4 Who helped him? (2)
- 1.5 Is he satisfied with the help he received? Explain your answer. (2)
- 1.6 What Moses Molewa's tone of voice? Choose from the answers below:

happy	sad	angry	excited	satisfied
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(2)

LISTENING AND SPEAKING: LANGUAGE INTEGRATION

WORKSHEET 2

Proverbs and Idioms

- A proverb is a short, well known saying that tells you something about life. For example: A fool and his money are soon parted.
- An idiom is a group of words that has a different meaning from the usual meaning of the separate words. For example: "She has deep pockets" or "He is made of money" both mean that the person is rich.

QUESTION 1

[5]

Each of the sentences contains one or more idioms, which are in bold. Match the definition in the column on the right to the idiom.

Idiom	Definition
1.1 That money is in my nest egg .	To pay too much or a lot of money for something.
1.2 He paid through the nose of that car!	Try to spend less money.
1.3 It costs the Earth .	Money you have saved up for the future.
1.4 I will have to tighten my belt . We are feeling the pinch .	Using your job or position wrongly to benefit yourself financially.
1.5 He is good at feathering his own nest .	Very expensive.
	Finding it hard to live on the money that you have.

(5)

QUESTION 2**[5]**

An acronym is a word made up of the first letter of a number of words. For example: Cosatu is an acronym for the Congress Of South African Trade Unions.

Match the acronyms in the first column of the table with their full words in the second column.

Acronym	Full Words
VAT	South African Press Association
Soweto	Electricity Supply Commission
Eskom	Public Utility Transport Corporation
Putco	Value Added Tax
SAPA	South Western Townships

- 2.1 VAT – (1)
- 2.2 Soweto – (1)
- 2.3 Eskom – (1)
- 2.4 Putco – (1)
- 2.5 SAPA – (1)

TOTAL: 10

READING AND VIEWING – A LEGEND

WORKSHEET 3

Reading for Comprehension.

Read the following text.

ACTIVITY: PRE-READING

Scanning and predicting

1. What is the name of the teacher in the story?
2. What are the names of the boy and girl in the story?
3. How do you feel when you arrive at a place where you don't know the people?
4. How did you feel when you first arrived at your school?
5. Give 2 things you were looking forward to at the school and two things you were scared/not sure of.

ACTIVITY: DURING READING

Discuss the meanings of these words and give the opposite of what a) and b) mean:

a) Patient	Calm, willing to explain things, not in a hurry.
b) Computer programmer	Someone who writes programs that run on computers.
c) Shy	Nervous and embarrassed about meeting or talking to other people.

After reading the text below at least two times, answer the questions that follow.

My name means "The Quiet One"

1. It was the second week of the Grade 9 year and Thuli was still feeling lost and lonely. During breaks, she sat by herself outside. At least some lessons were interesting, especially English with Mr Mbatha. He was kind and **patient** and he cared about his students and their futures.
2. One day he handed out exercise books to use for diaries. He asked the class to draw a road of life in their new diaries. "Draw road signs along the way," he said. "Then write your goals on those roads. Write what you want from friendships, your dreams for the future, what work you want to do." Thuli thought carefully. For her career choice, she wrote **computer programmer**.
3. Then she thought about friendships. She had no friends at school yet, perhaps because she was so **shy**. She wanted a friend who would understand her shyness, but would also be funny and intelligent and interesting. Like that boy, Nick, with the nice eyes.

4. Mr Mbatha told them to put their pens down. He looked at them seriously and said, "Close your eyes and just listen. This is the most important thing I'll say to you this year." Then he said, very quietly, "Your life is what you make it. Not what happens to you."
5. That word "make" really got Thuli thinking. Yes, she wanted to make her life great! She didn't want to be like some people who just let things happen so their lives got stuck, like a wheel in the mud. She thought about her cousin, who had an amazing voice and wanted to be a singer. But then she dropped out of school and forgot about her dream.
6. "I'll make my life great!" thought Thuli. "It's my life. I won't let anyone mess it up." Mr Mbatha told them to finish their diary covers. Thuli noticed that unlike some of the other boys, Nick was looking thoughtful, as if he were taking Mr Mbatha's advice seriously. Thuli was clear about her career goal. To be a programmer, she needed to work hard at Maths. But what could she do about her shyness? "It's as if Ma knew I'd be the quiet one when she called me Thuli" she said to herself.
7. She looked up at Nick now. He was looking straight at her. How strange. Nick, who was usually so **confident**, looked quite shy. Thuli gave Nick a smile that came straight from her heart. No shyness. Nick looked surprised. Then he smiled back. It was a smile that seemed to say, "We could be friends, don't you think?" that friendly smile made Thuli's heart sing.

QUESTION 1: POST-READING

[15]

1.1 Circle the correct answer. Which of the following sentences best explains the theme of the story?

- a) You should always take the teacher's advice.
- b) The first term at a new school or in a new grade is always painful.
- c) Teachers don't like shy students.
- d) Shyness can make you lonely, but you can overcome it if you try. (2)

1.2 Why does Thuli like her English teacher? Give two reasons from the text.

(2)

1.3 What career does Thuli want to do when she grows up?

(1)

1.4 What does Thuli need to do in order to achieve her goal?

(1)

1.5 Explain what Mr Mbatha means by “Life is what you make it.”

(2)

1.6 Paragraph 5 has a simile, “Like a wheel in the mud”. What does this simile mean?

(2)

1.7 Why was Thuli attracted to Nick even though he seemed so different from her?

(2)

1.8 Nick wanted to be friends with Thuli but was at first too shy to show it. Explain why this is True or False.

(1)

1.9 How do you know that Thuli overcame her shyness with Nick?

(2)

TOTAL: 15

READING AND VIEWING: LANGUAGE INTEGRATION

WORKSHEET 4

Adverbs: Are used to give us more information about verbs, adjectives and other adverbs. An adverb is usually placed as near as possible to the verb that it is describing. Many adverbs are formed by adding the suffix **-ly** to adjectives. E.g.

Quick – **quickly**, thorough – **thoroughly**, unnecessary – **unnecessarily**, quiet – **quietly**

QUESTION 1: THERE ARE DIFFERENT TYPES OF ADVERBS

[24]

(Add 2 examples of each type).

Adverb	Use	Examples
1.1 Adverbs of time	They tell us when?	Early
1.2 Adverbs of manner	They tell us how?	Badly
1.3 Adverbs of frequency	They tell us how often?	Never
1.4 Adverbs of probability	They tell us how certain sure?	Definitely
1.5 Adverbs of duration	Tell us how long?	Briefly
1.6 Adverbs of degree	Tell us how much?	Very

QUESTION 2: THERE ARE DIFFERENT KINDS OF NOUNS

[16]

Nouns: Are words that name people, places, things and ideas.

(Give 3 more examples of each).

Noun	What does it mean?	Examples
2.1 Common nouns	They name ordinary objects that can be seen and touched. There is always a/an/the before a common noun.	A boy, a tree, a school, an apple, the policeman.
2.2 Proper nouns	They give the exact name of people, places, countries, days of the week, months etc. They always start with a capital letter.	Thando, Soweto, Gauteng, South Africa, June, Friday.
2.3 Countable nouns.	They name objects that can be counted.	Birds, houses, girls, tables
2.4 Uncountable nouns	They name things that we cannot count unless we put them in	Water, sugar

		packets or containers. (Then we count the packets or containers).	
2.5	Abstract nouns	They are names of feelings and qualities – we cannot touch or see abstract nouns.	Kindness, respect
2.6	Compound nouns	When two nouns become one word with one meaning.	Stepson, heartbreak
2.7	Collective nouns	They are names of a group of common nouns.	A flock of sheep, a herd of cows.
2.8	Complex nouns	When a phrase which is a noun is used together with other words to give one meaning / when a noun is put together with another part of speech.	The University of the Witwatersrand,

TOTAL: 40

WRITING & PRESENTING

WORKSHEET 5

Write Agenda and minutes.

Agenda: A list of things that people at a meeting are planning to discuss and decide on.

Minutes: An official written record of things that were said at a meeting.

Example of Agenda and Minutes.

Agenda

1. Welcome to all our neighbours, and thank you for coming.
2. Apologies
3. Details about the competition.
4. Why we need to work together.
5. Where to put your rubbish.
6. How to recycle so you can make extra money.
7. Any problems people have had with rubbish collection.
8. Any other items arising.
9. Date and time of the next meeting.

NB. Those who cannot attend the meeting apologise.

Items to discuss are organised in the order of importance.

Make plans for the next meeting

Minutes

Meeting of the Clean-Street Competition Committee held on Friday 23 March 2014 at Church Hall.

Chairperson: Themba Khumalo

Secretary taking minutes: Jane Pietersen

- There was a representative at the meeting from most of the houses in the street. Ma Ngwenya and Peter February sent their apologies.
- Thembi welcomed everybody and explained how the competition works: an inspector from the Council will come each week to see how the street looks. This will be a surprise visit so we must keep it spotless all the time.
- Tina Scheepers said we must work as a team. She described where the rubbish must be placed and how to sort waste into glass, paper and tins.
- The chairperson asked about problems and people said there was one person in the street, living at number 44, who litters the street with his rubbish. Mrs Chauke agreed she would speak to him about the competition and ask him to co-operate.
- People agreed to try their best.

Signed: Jane Pietersen

Themba Khumalo 2014/03/23

Planning

You are going to write an agenda and minutes for this meeting, imagining what would be said during the meeting. Choose one of the following reasons to hold the meeting:

1. Children play at a nearby rubbish dump. A clinic in the area is dumping dirty bandages, old syringes and medicine bottles there and the children's health is in danger. The aim of the meeting is to discuss what to do about this problem.
2. The river that runs through the nearby park is full of bottles, cans and plastic bags. The aim of the meeting is to organise a clean-up party to make the park and river pleasant again.

Drafting

1. Design a notice giving the time, place and reason for the meeting. Use fonts that will draw attention. The notice must be 90 – 100 words long.
2. Make a mind map to plan the items in the agenda. Check the agenda on the table above for ideas. The agenda must be 90 – 100 words long.
3. Write minutes for what happened at the meeting. Notice that the minutes are in the past tense. Say who the chairperson and the scribe are. Give the date and sign the minutes. The minutes must be 140 – 160 words long.

Revising, editing, proofreading presenting

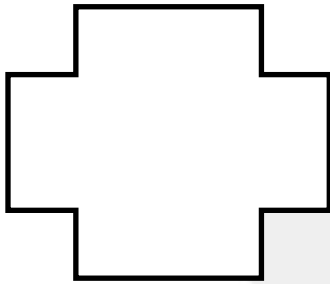
1. Swap texts with a partner. Read your partner's texts carefully and check the following.
 - Is the notice easy to understand? Does it give all the information?
 - Does the agenda list the important topics of discussion to solve the problem?

- Do the minutes record the discussion and decisions? Do the minutes include all the necessary information?
2. Get feedback from your partner and revise your draft.
 3. Make sure your grammar and spelling are correct.
 4. Write your neat draft. Check it again. Make any final corrections neatly.

The Writing Process Approach

Now start brainstorming and planning your written response to the text you chose. Then proceed to do write your first draft, edit and proofread it before you write your final response.

1. Brainstorming



2. Planning and organising.

3. Drafting, Editing and Revising.

4. Presenting: Final Text.

ASSESSMENT RUBRIC: TRANSACTIONAL TEXT**[20]**

- Always use the rubric when marking the transactional text.
- Marks from 0 – 20 have been divided into FIVE major level descriptors.
- The criteria for Content, Planning and Format as well as Language, Style and Editing is divided into an applicable mark range and descriptors.

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and Ideas: Organisation of ideas; Features/ conventions and context 12 MARKS	10 – 12 Outstanding response beyond normal expectations. Intelligent and mature ideas. Extensive knowledge of features of the type of text: Writing maintains focus. Coherence in content and ideas. Highly elaborated and all details support the topic. Appropriate and accurate format.	8 – 9 Very good response demonstrating good knowledge of features of the type of text. Maintain focus No digressions Coherence in content and ideas, very well elaborated and all details support the topic. Appropriate format with minor inaccuracies.	5 – 7 Adequate response demonstrating good knowledge of features of the type of text. Not completely focused -some digressions. Reasonably coherent in content and ideas. Some details support the topic. Generally appropriate format but some inaccuracies.	3 – 4 Basic response demonstrating good knowledge of features of the type of text. Some focus but writing digresses. Not always coherent in content and ideas. Few details support the topic. Necessary rules of format vaguely applied. Some critical oversights.	0 – 3 Response reveals no knowledge of the features of the type of text. Meaning obscure with major digressions. Not coherent in content and ideas. Very few details support the topic. Necessary rules of format not applied.
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7 – 8 Tone, register, style, and vocabulary highly appropriate to purpose, audience and context. Grammatically accurate and well-constructed. Virtually error-free	5 – 6 Tone, register, style, and vocabulary very appropriate to purpose, audience and context. Generally, grammatically accurate and well-constructed. Very good vocabulary. Mostly free of errors.	4 Tone, register, style, and vocabulary appropriate to purpose, audience and context. Some grammatical errors. Adequate vocabulary. Errors do not impede the meaning.	3 Tone, register, style, and vocabulary less appropriate to purpose, audience and context. Inaccurate grammar with numerous errors. Meaning obscured.	0 – 2 Tone, register, style, and vocabulary do not correspond to purpose, audience and context. Error-ridden and confusing. Vocabulary not suitable for purpose. Meaning seriously impaired.
MARK RANGE	17 – 20	13 – 15	9 – 11	6 – 7	0 – 5

Teacher comments:

Mark: _____

